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ABSTRACT

This categorized and cross-referenced bibliography of more than 400 books and pamphlets related to early childhood services was compiled to provide an extensive bibliographical resource for people involved in various aspects of child care, with particular focus on day care operation, state regulation, and policy formulation. Also included is a list of approximately 70 books which have been reviewed and critiqued. Categories are: theory/philosophy; trends/issues; research on children; policies/regulations; career training/staff development; program planning/design; program administration; curriculum and materials; children with special needs; family/parent relations; assessment/evaluation; and other bibliographies. (Author/ME)

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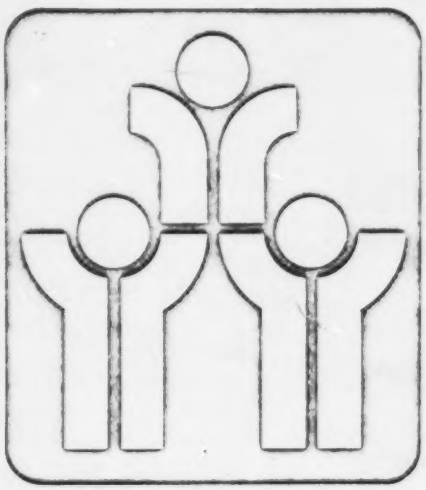
REFERENCES IN EARLY CHILDHOOD SERVICES

A BIBLIOGRAPHY OF PUBLISHED MATERIALS PERTAINING TO CHILD CARE AND DEVELOPMENT SERVICES AND PROGRAMS



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INTRODUCTION

This reference work is an outgrowth of a project funded by the Washington State Department of Social Health Services (DSHS) during the 1977-78 academic year. The purpose of the DSHS project was to do a thorough and careful study of the educational and professional development needs among child care and development personnel throughout the state of Washington. The specific professional roles we centered on were: day care program administrators, DSHS day care licensers and supervisors/instructors of adults working in, or preparing to work in, day care/child development programs. In conjunction with this project, we were able to review numerous national child care training programs and correspond with nationally recognized child care professionals.

During the course of our study, it became apparent that in the field of child care, specifically day care, there is a definite lack of relevant, comprehensive bibliographies of pertinent materials and resources. This lack is probably due to the fact that day care is an emerging professional field. It is not usually recognized as a separate field, but one which is encompassed by several other fields such as Psychology, Early Childhood Education, Home Economics and Social Work. It was discovered that though most of these fields include good materials, concerning some aspects of child care, they are difficult and cumbersome to assemble requiring a separate search in each related field, under varying topical headings.

Another problem which was encountered is that a few states such as Texas, Massachuetts, and Michigan are producing some outstanding materials, but because of the lack of cohesion in the field of child care, people are seldom able to become aware of them.

Therefore, it is the intent of this reference work to provide an extensive bibliographical resource for people involved in various aspects of child care, with particular focus on day care operation, state regulation, and policy formulation. This work is composed of materials identified through publishing companies, professional organizations, library research, and professionals in the field. Included are books and pamphlets focusing on administration, program and curriculum development, regulation and policy development, and trends and issues in child care. The subject headings we used in our search are the following:

Assessment/Evaluation
Child Abuse and Neglect
Child Care Centers
Children with Handicaps
Counseling, Guidance
Current and Future Trends
Day Care Homes
Divorce, Parental Separation
Ethnic Awareness
Facilities, Plant, Equipment
Fiscal Management, Budgeting
Foreign Programs
Foster Care
Health
Historical Perspective
Infants
Legislation, Public Policy
Licensing, Regulation
Model Programs
Nutrition
Parent Involvement
Preschool
Research Materials
Research on Children
Research on Programs
Rural Programs
School-Age Programs
Staffing, Personnel
Transportation

In order to make this reference work as useful as possible, we cross-referenced most of the entries according to main and subsidiary headings. Also, approximately 70 books have been reviewed and a brief description and critique of the contents has been included.

This material is divided into four color-coded chapters. The first chapter, Bibliography, is a listing of some 500 entries of materials which are pertinent to day care. This

chapter also indexes each entry according to whether it is further classified by topic and/or reviewed.

The second chapter, Categories, consists of a categorization of approximately three-fourths of the materials entered in Chapter one. Books were assigned according to major focus into one of twelve categories with sub-categories given as well.

Chapter three, Review, is composed of approximately 70 books which have been reviewed and critiqued.

Chapter four, Organizations and Resources, is a list of professional organizations and resources which are helpful and valuable to anyone interested in child care.

It is our hope that you will find this book to be a valuable resource in assisting in the location of information concerning child care, thereby enhancing the care for children.

CHAPTER I

BIBLIOGRAPHY

This chapter consists of an extensive list, alphabetized by author, of materials identified by professionals as being pertinent to the field of day care. This list is not exhaustive; rather, it represents the most useful and important references we were able to locate in the growing field of day care.

Please note that there are two columns, C and R, located on the right side of each page. Column C contains books which have been classified according to their major focal area. The numbers correspond to the following areas:

1. Theory/Philosophy
2. Trends/Issues
3. Research on Children
4. Policies/Regulations
5. Career Training/Staff Development
6. Program Planning/Design
7. Program Administration
8. Curriculum & Materials
9. Children with Special Needs
10. Family/Parent Relations
11. Assessment/Evaluation
12. Other Bibliographies

An X in column R indicates entries which have been reviewed and critiqued in Chapter three.

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CHAPTER II

CATEGORIES

This chapter is organized according to the following twelve sections (refer to Table of Contents for particular page numbers).

1. Theory/Philosophy
2. Trends/Issues
3. Research on Children
4. Policies/Regulations
5. Career Training/Staff Development
6. Program Planning/Design
7. Program Administration
8. Curriculum and Materials
9. Children with Special Needs
10. Family/Parent Relations
11. Assessment/Evaluation
12. Other Bibliographies

Approximately four hundred books and pamphlets were reviewed for their major focal area and assigned to one of the above corresponding categories. Located on the right hand side of each page is a column entitled Sub-Categories. This column contains subordinate or secondary contents an entry may include. The numbers, located in this column, correspond to the above section headings.

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University Research Corporation. Descriptive guide to CDA training materials Vols. I & II. U.S. Government Printing, 1975 & 1977.	5,6,7,8,9,10
Webb, Jeanne. Child Care Resource Material. South Eastern Community College, Lincoln, Nebraska.	5,6,7,8,9,10

CHAPTER III

REVIEWS

This chapter contains approximately 70 entries, listed alphabetically by author, which have been reviewed and critiqued. In selecting the entries which were reviewed, we attempted to include those of greatest interest, usefulness, and specificity to the field of day care/child development. However, we were limited by time concerning the number of entries we were able to include. Accordingly, the user of this bibliography should assume that there are numerous additional works of major importance to this field.

BOOK REVIEWS

Aikman, William F. Day care legal handbook. Day Care and Child Development Council of America, 1977.

Covers legal considerations which are critical when developing day care facilities. Discusses tax structures, liability, partnerships. Easily read and a wealth of information for directors and operators of child care programs.

Barnard, Kathryn and Marlene Erickson. Teaching children with developmental problems. Mosby, 1976.

Comprehensive discussion of rationale and processes used with developmentally-disabled children, particularly at the early years.

Beadle, Muriel. A child's mind. Doubleday, 1970.

Covers the anatomy of the brain, critical periods for learning, environment and intelligence, and biological bases of behavior--a review of important work of the '50's and '60's aimed at reinforcing early learning intervention.

Belotti, Elenor Gianini. What are little girls made of? Schocken Books, Inc., 1976.

Observes and analyzes the causes and manifestations of female stereotyping. Popular children's toys, games, and literature are examined. The influence exerted by the school system is carefully examined. For ways that boys are stereotyped, you would need another text.

Bequaert, Lucia H. Single women, alone and together. Beacon Press, 1976.

The book deals with the decisions, lifestyles, fears, and challenges of women who are not married. Many women are quoted, each coming from a different background. Treats issues such as divorce, single parenting, loneliness, sexuality, and society's view of the single woman. Economic, legal, and career options are considered. Bibliography is helpful.

Breitbart, Vicki. The day care book. Alfred Knopf, 1974.

A good general overview of the problems faced by parents with examples of how some parents have solved their problems. While the book is mainly a scrapbook of pictures, materials, and ideas from one day care experience, it does give a consistent approach to follow for bringing people together and defining with them what they want for day care. Specifics on how to handle budgeting, scheduling, etc. are not available.

Cahoon, Owen W. A teacher's guide to cognitive tasks for the preschool. Brigham Young University Press, 1974.

Outlines results of a research study used as a rationale for promoting cognitive development--class inclusion; seriation; conservation of length, number, and weight. Materials and procedures are for use with small groups. Pre and post tests are included.

Cass, Joan E. Helping children through play. Schocken Books, Inc., 1973.

This is a look at children's play: why, how, and where they play; and how play can be incorporated into the total educational and developmental program prepared for the child. Excellent guide for parents and teachers.

Child Welfare League of America. Standards for adoption service. Child Welfare League, 1973.

Lists requirements and regulations for services which must consider the child, the natural parents, and the adoptive parents. The index is an excellent source for finding a specific area of interest.

Child Welfare League of America. Training for child care staff. Child Welfare League, 1978.

Five important issues in staff training are covered: the importance of the child care staff in the total program, the development of self-awareness of child care staff, skill development in providing creative activities for children, differentials in training child care workers, and child care as a form of social work. An important book on providing in-service training.

Cratty, Bryant J. Learning about human behavior through active games. Prentice-Hall, Inc., 1975.

Contains many activities designed to build intelligence, self-awareness, awareness of individual differences, creativity, and social skills. Includes games from other cultures as well as follow-up activities. Concerned parents and caretakers will find this useful.

Davie, Ronald and Butler, Neville R. From birth to seven; the second report of the national child development survey. Humanities, 1972.

Interesting conclusions about heredity and environmental factors in child development are drawn from intensive research of family life, housing, physical development, effects of outside agencies, etc.

Day Care and Child Development Council of America, Inc. Planning a day care center. Day Care and Child Development Council of America, 1970.

Outlines the elements essential to the development of a good day care program. Answers some of the most common questions.

DePalma, David J. and Jeanne M. Foley. Moral development; current theory and research. John Wiley and Sons, 1975.

Graduate level reading which updates readers on research and thinking in the field. This book is provocative; it covers moral thought and behavior. Stimulating reading for anyone in fields related to child care.

Eliason, Claudia and Jenkins, Lola. A practical guide to early childhood curriculum. C.V. Mosby, 1977.

Well-prepared lesson plans and curriculum ideas are provided with summaries and suggested resources for teaching concepts. Ideas for teaching color, numbers, size and seriation, textural awareness, and language awareness are included.

Elkind, David. Child development and education: a Piagetian perspective. Oxford University Press, 1976.

A good book for anyone wanting to better understand the theories of Piaget. Elkind applies Piaget's theories to educating young children. Actual teaching situations are included.

Evans, E. Belle and Saia, George E. Daycare for infants: the case for infant day care and a practical guide. Beacon Press, 1972.

Discusses the need for and advantages of infant day care programs. Provides a practical guide for developing a center. Ideas from countries with well-developed programs are included.

Evans, E. Belle, et. al. Day care: how to plan, develop and operate a day care center. Beacon Press, 1971.

A must for any group considering the creation of a quality day care center. Includes site preparation, staffing, health and social services, curriculum development, and budget planning. Includes a relevant bibliography of readings on day care.

Fein, Greta G. and Clark-Stewart, Alison. Day care in context. John Wiley and Sons, Inc., 1973.

The authors provide descriptions of a variety of well-designed and carefully implemented early education projects. Also included are influences that have shaped day care.

Frost, Joe L. and Hawkes, Glenn R. The disadvantage child; issues and innovations. Houghton Mifflin, 1970.

Discusses the plight of minorities, the consequences of deprivation and hunger. Covers contraversial writings of Jensen and early evaluations of Head Start.

Frost, Joe L. and Kessinger, Joan B. The young child and the educative process. Holt, Rinehart and Winston, 1976.

A comprehensive work on the history and philosophies that underlie early childhood programs. An important introduction to the field and to the main ideas and peoples represented.

Furth, Hans G. Piaget for teachers. Prentice-Hall, Inc., 1970.

A rather literal interpretation of Piaget's theory as educational prescription. Awkward style makes it difficult to use.

Garvey, Catherine. Play. Harvard University Press, 1977.

Graduate level reading; this book covers research on play with children and with animals.

Geiser, Robert L. The illusion of caring: children in foster care. Beacon Press, 1973.

Provides countless examples of malfunctioning family units; emotional disturbances of institutionally-cared-for youth. Written with empathy, knowledge, and insight, yet well-documented. A powerful book.

Glickman, Beatrice Marden and Springer, Nesha Bass. Who cares for the baby? choices in child care. Schocken Books, 1978.

Choice is the key word, and the authors have tried to help parents make choices based upon careful examination of the effects of child care known to date. Reviews research with primates and indicates possible problems in early care away from the mother. Also discusses the pressures of society propelling us toward more day care.

Goodwin, Mary T. and Pollen, Jerry. Creative food experiences for children. Center for Science in the Public Interest, 1974.

A valuable guide to good nutrition for schools and child care centers. The book can be used as a social studies guide, science guide, or aesthetic-textural guide in developing lesson plans.

Greenblatt, Bernard. Responsibility for child care: the changing role of family and state in child development. Fossey-Bass, 1977.

Greenblatt outlines social, political, and legal changes in attitude. He analyzes the three laws which granted funding to day care and nursery schools in the 1960's. He presents his own insights and guidelines for those wishing to develop effective preschool programs.

Grollman, Earl A. Talking about death: a dialogue between parent and child. Beacon Press, 1970.

Text provides a positive, constructive method of explaining death to children. A guide for parents offers suggestions for eliminating guilt and unhealthy means of handling grief. The material is designed to do away with half-truths and fairy tales about death. It is a simple, honest discussion of what could be a traumatic experience for children.

Grollman, Earl A. Thinking about divorce: a dialogue between parent and child. Beacon Press, 1975.

An introductory section is presented for parents with an illustrated section for children. A section is included which offers sources for further reading and for help for parents.

Haith, Marshall M. Day care and intervention programs for infants. Avatar Press, 1972.

An opportunity to explore the variety of programs currently available for infants. Includes testing procedures and a small amount of information on programs for handicapped children. Includes extensive bibliography.

Hobbs, Nichols. Issues in the classification of Children. Fossey-Bass, 1975.

Current information and discussion of issues concerning exceptional children, such as theoretical issues, institutions, and legal aspects.

Honig, Alice S. Infant development research problems in intervention Day Care and Child Development Council of America, 1974.

Of interest to anyone working with infants. Outlines prevalent problems and provides some solutions. Alternatives are analyzed according to feasibility of actually providing solutions to problems.

Honig, Alice S. Parent involvement in early childhood education. National Association for the Education of Young Children, 1975.

The book examines the parents' responsibilities in providing knowledge and information for their children and help for their children's teachers. Outlines ways in which teachers may include parents.

Isaacs, Susan. The nursery years. Schocken, 1972.

Presents a well-balanced view of the physical, mental, and emotional development of the child. Still highly applicable.

Johnson and Johnson. Infant development program. Johnson and Johnson Company, 1976.

A resource book and materials for parents. The program stresses the individuality of children. It helps parents understand the emotional, intellectual, and physical growth that they can expect during the first year. Provides suggestions and material for stimulating activities.

Jones, Dorothy, ed. Small business reporter: proprietary day care. Bank of America, 1973.

Gives consideration to the administration of commercial day care. Important trends and issues are discussed and the projected outlook for proprietary day care opportunities in the future examined. Is somewhat dated.

Katz, Lilian G. Current topics in early childhood education. Ablex Publishing Company, 1977.

Covers topics of interest ranging from sex-role and pupil-role to cross-cultural perspectives of child care. Helping children cope with death is also covered. This is the first of a series to be published annually, sponsored by the ERIC Clearinghouse.

Katz, Lilian G. Ethical issues in working with young children. ERIC Clearinghouse, 1977.

Explores what is meant by a code of ethics and why such a code is important. Gives examples of ethical problems which may be faced by teachers of young children. Gives examples of steps taken by various organizations to develop a code of ethics.

Katz, Sanford N. When parents fail. Beacon Press, 1971.

Written from a legal point-of-view, but very readable. The plight of the malfunctioning family and disturbed, battered, and neglected children is presented with empathy. Changing roles of society are explored.

Langenback, Michael and Neskora, Teanna West. Day care: curriculum considerations. Charles Merrill, 1977.

A general guide for development of curriculum with full professional and parent involvement. Some sample goals and objectives are presented. A review of the major psychologists and their theories dominates the book.

LeMasters, E. E. Parents in modern America. Dorsey Press, 1970.

Considers the social, psychological and anthropological impacts of changing roles on parents. Includes problems of minority parents and the single parent. Includes the problems of the American father.

Martin, Ethel A. and Beal, Virginia. Roberts' nutrition work with children. University of Chicago Press, 1978.

The causes and effects of malnutrition are discussed along with methods of improving children's nutrition. An emphasis is also placed on the learning process and the implementation of nutrition into the school curriculum.

Mattick, Ilse. Guidelines for observation and assessment. Day Care and Child Development Council of America, 1974.

Observations are designed to cover the entire program: physical setting, interactional setting, and program. This excellent guide is designed for day care, not borrowed from nursery school.

McCandless, Boyd R. and Trotter, Robert. Children; behavior and development. Holt, Rinehart, and Winston, 1977.

Comprehensive overview of child development, both cognitive and social. Presents all of the schools of psychological thought and describes how different schools deal with behavior.

McFadden, Dennis N., ed. Early childhood development programs service: planning for action. National Association for the Education of Young Children, 1972.

Important for administrators of early childhood centers, this book covers administrative problems, types of programs and services, parent involvement, training of staff and regulations.

Mead, Margaret and Wolfenstein, Martha. Childhood in contemporary cultures. The University of Chicago Press, 1955.

Points out that the influence of the child's society will greatly affect his world-view. Attention is given to such areas as sex role differences, play, art and music, folk literature, and parent-child relationships.

Montessori, Maria. The Montessori method. Schocken Books, 1912.

An interesting book for those who want to see the influence of Maria Montessori and the historical perspective of child care.

Morgan, Gwen G. The trouble with title XX. ERIC/ECE Clearinghouse, 1977.

Presents the present bureaucratic structure of Title XX, and makes proposals for change of policy based upon the problems currently faced.

Morris, David and Hess, Karl. Neighborhood power: the new localism. Beacon Press, 1975.

The authors feel that increased neighborhood cohesion would lead to satisfying experiences in virtually every aspect of the lives of citizens: work, play, family, sciences, and the arts. Gives suggestions for increasing neighborhood awareness. Includes bibliography.

Nation, James E. and Aram, Dorothy M. Diagnosis of speech and language disorders. Mosby, 1977.

Written to supplement students who have a background in basic speech development. This book furnishes additional information in specific problem areas where a specialist would be consulted. Written to give care-givers deeper understanding, but not to make them specialists.

Piers, Maria W. Play and development. Norton, 1977.

A collection of papers by such noted developmental theorists as Piaget, Erickson, and others. Play is the frequent and powerful theme that unites the essays.

Pikunas, Justin. Human development: an emergent science. McGraw-Hill, 1976.

Discusses developmental stages from birth to death. Research studies and methods are included.

Pines, Maya. Revolution in learning. Harper and Row, 1967.

Sensitive exploration of ways to understand the learning potential of children from birth to six years.

Pinkerton, Philip. Childhood disorders: a psychosomatic approach. Columbia University Press, 1974.

Deals with a variety of childhood disorders. Attempts to unravel the complexity of the problems and their causes, and to strengthen concern about the immediate interpersonal environment of children.

Pipes, Peggy L. Nutrition in infancy and childhood. C. V. Mosby Co., 1977.

Presents a review of nutrition as related to growth and development as well as feeding behaviors. Methods of resolving eating problems are presented. Helpful to today's parents and care-givers in institutional settings where children with special dietary needs are served. Excellent references are included for additional reading.

Portland State University. Permanent planning for children in foster care: a handbook for social workers. Department of Health, Education and Welfare, 1977.

Gives particulars on helping families with adoption. Covers child abuse and neglect, handicaps, and foster-care services.

Prescott, Elizabeth and Milich, Cynthia. School's out! family day care for the school-age child. Pacific Oaks, 1975.

The results of a study of licensed family day care facilities in Los Angeles County. Illustrates the variety of characteristics and roles of the day care operator.

Prescott, Elizabeth, et. al. Day care as a child-rearing environment. National Association for the Education of Young Children, 1972.

Compares staffing attitudes and parent-child relationships. Looks at children's behavior as a way of evaluating a center.

Prescott, Elizabeth, et. al. The politics of day care. National Association for the Education of Young Children, 1972.

Describes the various types of day care centers and schools; discusses issues, covers court cases and licensing--process and function.

Provence, Sally. Guide for the care of infants in groups. Child Welfare League of America, 1975.

The author recognizes that the home, as a developing environment, is not a choice for some parents. Aid to those who work in infant care centers is given through a better understanding of basic needs of infants, and how they grow and develop.

Roby, Pamela, ed. Child care: who cares? foreign and domestic infant and early childhood education dev. policies. Basic Books, 1975.

Essays deal with theoretical and historical aspects of the problems of child care. Analysis of legislative action and possible practical solutions are presented. Good information is given about child care in other countries.

Schaffer, Rudolph. Mothering: the developing child series. Harvard University Press, 1977.

Emphasizes the view that the child's development depends upon intricate interaction in which both mother and baby have effects on each other. The interaction is not static, but changes for both baby and mother. A scientific study of the ingredients that go into good mothering.

Scott, Myrtle and Grimmet, Sadie. Current issues in child development. National Association for the Education of Young Children, 1977.

Collection of addresses presented at the Indiana International Conference on Young Children. A world view adds to the discussions which essentially are asking for change in training systems. Written from sociological, psychological, and educational points-of-view.

Seefeldt, Carol. A curriculum for child care centers. Merrill, 1973.

Attention is given to the use of techniques which can aid the child in using play constructively--to explore, to develop skills, and to solve problems. Artistic, social, language, and mathematical skills are emphasized. Includes nutrition and health education.

Stallings, Jane A. Learning to look. Wadsworth, 1977.

Presents the Stanford Research Institute's observation system and demonstrates how it can be used in grades K-6. Also describes how to adapt it for use in any program from open concept to behavior modification.

Stevens, Joseph H., Jr. and Mathews, Marilyn. Mother/child, father/child relationships. National Association for the Education of Young Children, 1978.

Recognizes the changes that children and parents go through as a result of parenting. Reviews recent research, recognizes new issues, and examines cultural determinates of mother-child and father-child bonding as well as pro-social behaviors; a thoughtful, honest, and concerned evaluation of problems.

Steiner, Gilbert. The children's cause. Brookings Institute, 1976.

A good overview of where we are currently in the political area of child care--White House Conferences, legislation, policy development. Helpful in deciding where to put energies for the improvement of programs for children.

Stone, Jeanette G. Play and playgrounds. National Association for the Education of Young Children.

Contains observations of how children play and how they use playgrounds. Should be helpful in playground design and use. Good approach to often overlooked area of concern.

Taylor, Barbara J. A child goes forth. Brigham Young University Press, 1977.

Simple lesson plans for everything from creative expression to mathematics. Suggested aids and bibliography are included.

Taylor, Barbara J. When I do, I learn. Brigham Young University Press, 1975.

Day-by-day activities for children which help to build self-esteem, confidence, and understanding of the child's self and his world.

Travers, John, ed. The new children--the first six years. Greylock Publishers, 1976.

The book contains a series of articles of current concern, all written to be controversial. Includes the following: psychological testing of children, issues in sex role and sex identity, the multiple functions of play, child abuse, moral development, and the effects of television.

Tronick, Edward and Greenfield, Patricia M. Infant curriculum. Carter Smith, 1973.

Covers the planning for individualized care and teaching of infants based upon child development. Stresses the importance of family and teachers working together as a team.

United Day Care Services, Inc. Family day care: suggestions, ideas, and guides. United Day Care Services, Atlanta, GA.

Good source of job descriptions, work schedules, and other general forms necessary for smooth functioning of a day care center and family day care homes.

Vasaly, Shirley. Foster care in five states. United States Department of Health, Education, and Welfare.

Written to stir action to better programs and more funding; both excellent and poor programs are covered. Helpful in planning or changing foster-care practices.

White, Burton L. and Watts, Jean Carew. Experiences and environment; major influences on the development of the young child. Prentice-Hall, 1973.

Provides a total program design. A very readable account of a preschool project designed to structure the experiences of the first six years of life so that children are optimally prepared for formal schooling.

Winn, Marie. The plug-in drug. Viking, 1977.

While many other books on television and children are concerned about the effects of Sesame Street and violence in children's cartoons, Ms. Winn addresses herself to the problem of the very act of watching. What happens to family life when the set is considered a member of the family? This controversial book provides provocative discussion material for teachers and parents concerned about the problem.

Wolfgang, Charles H. Helping aggressive and passive preschoolers through play. Charles E. Merrill, 1977.

Recognizes that passivity is a real problem as well as aggressiveness. Presents techniques for changing patterns through play.

Young, Leontine. Life among the giants. Child Welfare League, 1966.

Discusses questions of basic values and morals, such as honesty, children's rights, love, and parent-child relationships.

CHAPTER IV

ORGANIZATIONS & RESOURCES

This Chapter contains a listing of several of the private and public organizations which play a major role in the field of day care/child development. Though this is only a partial list of worthwhile organizations, it is included in the hope that it will encourage the reader to seek additional information through utilizing these and other relevant organizations.

ORGANIZATIONS and RESOURCES

Association for Childhood Education International (ACEI)
3615 Wisconsin Ave. N.W.
Washington, D.C. 20016
(202) 363-6963

Association for Regulatory Administration
P.O. Box 488
McMinnville, Tennessee 37110
(615) 668-4471

Black Child Development Institute, Inc.
1463 Rhode Island Ave. N.W.
Washington, D.C. 20005
(202) 387-1281

Child Care Information Exchange
70 Oakley Road
Belmont, MA 02178
(617) 484-5696

Children's Defense Fund
1520 New Hampshire Ave. N.W.
Washington, D.C. 20036
(202) 483-1470

Child Welfare League of America
67 Irving Place
New York, N.Y. 10003
(212) 254-7410

Coalition for Children & Youth
1910 K. Street N.W.
Washington, D.C. 20006
(202) 785-4180

Day Care & Child Development Council of America (DCCDCA)
622 14th St. N.W.
Washington, D.C. 20005
(202) 638-2316

Education Commission of the States
Early Childhood Task Force
300 Lincoln Tower
1860 Lincoln St.
Denver, Colorado 80203
(303) 861-4917

(Selected publications & reports are still available.)

Education Resources Information Center/Early Childhood Education (ERIC/ECE)
805 W. Pennsylvannia Ave.
Urbana, Illinois 61801
(217) 333-1386

National Association for the Education of Young Children
1834 Connecticut Ave. N.W.
Washington, D.C. 20009
(202) 232-8777

Office of Child Development
P.O. Box 1182
Washington, D.C. 20013

Southern Regional Education Board/Child Care
130 6th St. N.W.
Atlanta, GA. 30313
(404) 875-9211

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